

**The Use of Domino Game in Teaching Words with Suffixes  
and Prefixes at the First Year Students of SMAN I  
Rambah Hilir Rokan Hulu Regency**

Eripuddin

**ABSTRAK**

Bahasa Inggris adalah bahasa yang cukup sulit bagi para siswa. Mereka kurang tertarik dan menganggap Bahasa Inggris adalah bahasa asing dan membosankan. Mereka tidak mau mempraktekkan dalam kelas. Salah satu penyebab adalah kurangnya penguasaan kosa kata. Untuk itu dicoba suatu teknik pembelajaran dengan menerapkan cara bermain domino sambil belajar untuk menghafal kosa kata. Permasalahan dalam penelitian ini adalah para siswa tidak mengerti dalam menyusun awalan dan akhiran dalam kosa kata. Ketika para guru memberikan tugas, mereka tidak dapat menemukan jawaban yang benar dan tidak memahami aturan dalam penyusunan kata-kata baik itu terdapat pada awalan ataupun akhiran.

Metode yang digunakan dalam penelitian dilakukan dalam 4 tahap yakni tahap perencanaan, penerapan, pengawasan dan pencerminan. Metode dilakukan secara berkelanjutan yang mana diharapkan keterpaduan hasil dalam menerapkan teori dalam permainan domino dan system penguasaan kosa kata. Penerapan metode bermain domino ini meningkatkan penguasaan para siswa terhadap awalan dan akhiran dalam kosa kata Bahasa Inggris. Dari hasil pengujian mencapai 100%, hal ini dapat dilihat dari test awal para siswa hanya memperoleh penguasaan kosa kata sekitar 11,97 % tetapi setelah diterapkan metode tersebut meningkat menjadi 22,34 %.

Dari hasil peneltian dapat disimpulkan bahwa menggunakan domino dalam mengajarkan dan memberikan pemahaman dalam menghafal ataupun menggunakan awalan dan akhiran dalam bahasa membantu para guru dalam proses belajar dan mengajar.

**Keywords:** Domino Game, Suffixes and Prefixes

## INTRODUCTION

### A. Background

Language is essential in social interaction. Language is used to talk to other people. Communication is the obvious function of language. To make a good communication, however, one must use a good language. Communication will run well if one has enough vocabulary. Crimmon (1963:186) stated that the real purpose of increasing vocabulary is to increase ability in communication. One of the ways to increase our vocabulary is mastering the rules of forming words through the use of suffixes and prefixes.

Actually, there are some techniques to teach the rules of using suffixes and prefixes. One of the techniques is using game, especially domino game. Teaching by using game is interesting for students. They will feel comfortable because the class environment is not monotonous.

The explanation above motivates the writer to do a research which is entitled: **The Use of Domino Game in Teaching Words with Suffixes and Prefixes at the first year students of SMAN I Rambah Hilir, Rokan Hulu Regency.**

### B. The Setting of the Problem

Based on the interview with some of students of SMAN I Rambah Hilir, the using of suffixes and prefixes rules in word are difficult for them. For example, when teacher gives exercise to the students to match the correct suffixes and prefixes to the word, most of the students could not match the correct suffixes and prefixes. It is like word "*tidy*", most of the students make "*tidyless*" to show the meaning "*not tidy*", then, word "*refuse*", most of the students make "*refusion*", and etc.

### C. The Limitation of the Problem

Since the scope is too wide, the writer limits the problem in student's structure ability specially the rules of using suffixes and prefixes by using Domino Game in teaching and learning process. Using this technique, the students encourage mastering

3. The application of Domino Game could increase students' ability in mastering words with suffixes and prefixes. The result of the data showed that the mean score of students were improved. The mean score of post-test was 22.34, while the result of pre-test was 11.97. So, the students' ability have increased 100%. All of students could reach the minimum standard of achievement in SMA Negeri I Rambah hilir. The students' ability was increased from below average to good level.
4. The action has been conducted 4 meetings for teaching words with prefixes and 4 meetings for teaching words with suffixes. Because the criteria of successful on the minimum standard of achievement can be reached in four meetings, so it means that the next cycle was not needed to be conducted.

## REFERENCES

- Jacobs, George and Hall, Stephen. 1994. Implementing Cooperative Learning. *English teaching forum*.
- Marr, M. B. (1997). *Cooperative learning: A brief review. Reading and Writing Quarterly: Overcoming Learning Difficulties*. In Elizabeth G. Cohen., Celeste M. Brody and Mara Sapon-Shevin (eds), Teaching Cooperative Learning. *The Challenge for Teacher Education* (pp.3) United States of America: State University of New York Press
- Nunan, David. 2000. *Language teaching methodology*. Malaysia: Pearson education Ltd.
- Ur. Penny. 2000. *A Course In Language Teaching*. United Kingdom: the University Press, Cambridge.
- Wallace. Michael J. 1998. *Action Research for Language Teachers*. United Kingdom: University press, Cambridge.
- Slavin, R. (1995). *Cooperative learning: Theory, research, and practice*. Massachusetts: Allyn and Bacon.

the rules of using suffixes and prefixes through game. Therefore, students will feel enjoyable with the environment of the class. It requires them to think which one of the suffix and prefix that appropriate to the word. Automatically, they can master the rules of using suffixes and prefixes.

## D. The Formulation of the Problem

This research focus on observe the students vocabulary mastery after using domino game. Before students give the treatment, the writer will give pre test. Then, at the end of the course, the writer gives post test. So, the formulation of the problem of this research as follows: how effective is domino game in increasing students vocabulary mastery especially the words with suffixes and prefixes.

## E. The General Objective of the Research

The general objective of this research is to find out the student's structure ability specially the use of suffixes and prefixes after using the Domino Game.

## F. The Contribution of the Research

This finding research is expected to give input and contributions to the following:

- a. Give contribution to the English teacher at SMAN I Rambah Hilir about using Domino Game in teaching suffixes and prefixes.
- b. Give contribution to the students of SMAN I Rambah Hilir, Rokan Hulu Regency about the using of Domino Game in mastering the rules of using suffixes and prefixes. So, they can increase their ability in structure area.

## G. The Definition of the Term

To avoid misunderstanding and misinterpretation, the writer defines the term used in this study as:

Suffix : a letter or group of letters added to the end of a word (Patricia, 1980: 293).

- Prefix : a letter or group of letters added to the beginning of a word to change its meaning (Patricia, 1980: 293).
- Game : an activity with rules, a goal and element of fun (Hadfield: 1990)
- Domino : Domino is small flat piece of wood marked with spots (Oxford Dictionary: 1995:125). In this case the spots are changed with words, suffixes, and prefixes. Then, wood is changed with paper.

## **THEORITICAL FRAMEWORK**

Based on the title of this research, in this chapter the writer will talk about the use of suffixes and prefixes, games, why use games in teaching, how to teach with game, how to choose game, the advantages of using games in teaching grammar and when use game in teaching and learning process. In addition, the writer also discuss the about the procedure of playing domino.

### **A. The Use of Suffix and Prefix**

#### **1. The Use of Suffix**

Attchinson, 1986:39 as quoted by Komala: 2000 said that suffixes can be classified as inflection and derivational suffixes according to the effect they produce on the based. Inflectional suffixes are bound morpheme which carries grammatical meaning like “plural”, “past tense”, or “possessive”. They do not change the part of speech of the base to which they are added. For example “bag” becomes “bags” in plural form, etc. whereas derivational suffixes are bound morpheme which is generally combined with the base in order to change its part of speech class. For example, the words teach become teacher if we add suffix –er. It changes from verb to noun.

According to Patricia (1980), the rules to add suffixes to the word as follow:

- a. Drop a final silent ‘e’ from a root word when adding suffixes beginning with a vowel, but not from suffixes beginning with a consonant.

because it could engage students into learning process. The materials were given are suitable with curriculum. The way of teaching of teacher also good because the teacher invite the students to involve in the learning activity, so the students were easy to catch the material.

### **D. Reflection and Discussion**

In doing all steps of action, the writer found some strength and weaknesses during the process of using Domino Game in teaching words with suffixes and prefixes.

The strength that the writer found in the classroom were: first, the students more active in teaching and learning process, specially when they followed the game, second, the students were happy in learning suffixes and prefixes by using domino game, so they understood the materials easily, and the last, the students were interested in domino games.

Whereas, the weaknesses that the writer found in the classroom when using Domino Game; the students were crowded and noisy, so much of the time to be wasted. It usually happens at the beginning of the class. The teacher needed more time to make the students silent.

## **CONCLUSIONS**

Base on the result of analysis data in chapter IV, the writer draws some conclusions as in the following:

1. Students’ vocabulary mastery specially words with suffixes and prefixes still low before the application of Domino Game. It could be seen from the mean score of pre-test. The mean score was 11.97. Therefore, it could not reach the standard of minimum in SMA Negeri I Rambah Hilir.
2. The application the strategy of Domino Game could achieve students’ activity and it could make the students more active in teaching learning process. It could be seen from the result of the observation sheet. The result was most of the students could follow the class well.

Table 2. *The Result of Pre-Test*

Rank	Ability Level	F	Percentage
81-100	Excellent	0	0 %
61-80	Good	2	5,71 %
41-60	Average	12	34,28 %
21-40	Below Average	16	45,73 %
0-20	Poor	5	14,28 %

Table 3. *The Comparison between Pre-Test and Post-Test*

Rank	Ability Level	Frequency		Percentage	
		Pre-Test	Post-Test	Pre-Test	Post-Test
81-100	Excellent	0	9	0 %	25,71 %
61-80	Good	2	26	5,71 %	74,29 %
41-60	Average	12	0	34,28 %	0 %
21-40	Below Average	16	0	45,73 %	0 %
0-20	Poor	5	0	14,28 %	0 %

### C. The Result of Observation

Generally, students were give participation and involve to the learning process. In each meeting, all of the students also followed the class well. Then, most of the students are also motivated in learning process. Many factors affect a given student's motivation to work and to learn, one of the factor is interest in the subject matter (Barbara Gross Davis in <http://www.squidoo.com/genesysmotivation>). As long as the researcher uses the domino game, the students were very interested in learning process. Observer also observed the teacher. Observer observed the teacher in three aspects. First, teacher observes whether the materials are suitable or not. Second, how is the teacher application game in learning process? Third, how is the teacher's way in teaching (set the game).

In general, the observer said that in observation sheet, teacher's activities in each meeting were good. The use of "Domino Game" in teaching and learning process was good

Example: rave                      raving  
                 Force                      Forcible  
                 Love                      Lovely  
                 Hope                      Hopeful

There are only a few exceptions to this rule. When the silent 'e' of the root word follows a soft 'c' (a 'c' that has an 's' sound) or a soft 'g' (a 'g' that has a 'j' sound), do not drop the 'e' when adding suffixes beginning with 'a' or 'o'..

Example: Peace                      Peaceable  
                 Manage                      Manageable

Also do not drop a final *e* if the resulting word would be confusing.

Example: Dye                      Dyeing (to avoid confusion with dying)  
                 Singe                      Singeing (to avoid confusion with singing)

b. Keeping or dropping a final *y* depends on a few simple principles:

- Keep a final *y* when adding -ing  
example: Fly                      Flying  
                 Study                      Studying
- When the final *y* follows a consonant in the root word, change the *y* to *i* before adding any suffix other than -ing.  
Example: Beauty                      beautiful  
                 Worry                      Worrier  
                 Happy                      Happiness

### 2. The Use of Prefix

a. Con- this prefix changes its last letter to match the first letter of the word to which it is attached. Thus, it is also spelled co-, col-, com-, and cor-. It has two meanings, "with" and "together with".

For example: Con + Currence                      Concurrence  
                         Co + Incidence                      Coincidence  
                         Col + Lection                      Collection

- Com + Press      Compress  
Cor + Relate      Correlate
- b. In- this prefix, like con-, changes its second letter to match the first letter of the word to which it is attached. It can also be spelled en-, il-, im-, and ir-. It also has two meanings “not” and “within” or “inside”.  
For example: In + Efficient      Inefficient  
Il + Legitimate      Illegitimate  
Im + Mature      Immature  
Ir + Responsible      Irresponsible  
In + Carnation      Incarnation  
En + Thusiasm      Enthusiasm  
Ir + Regular      Irregular
- c. Un-, this prefix has two closely related meaning, “not” and “the opposite of”  
For example: Un + Likely      Unlikely  
Un + Fortunate      Unfortunate  
Un + Seat      Unseat  
Un + Happy      Unhappy  
Un + Tidy      Untidy

## B. Games

### 1. What a Game is

A game is an activity that gives an opportunity to the students to be active in classroom. In teaching a new language, games is the best way for the teacher and students. According to Redjeki Agoestyowati (2007:3) learning a new language should be fun, interactive, and exciting. The use of games in a learning environment will not only change the dynamic of the class, but it will also rejuvenate students and help the brain to learn more effectively.

In a game, there are several elements taken as activities. Those elements are:

- Competition
- Engagement
- Immediate Reward

prefixes. The writer did eight meeting for the action and two meetings for the tests. The writer gave two tests for the students. First, the writer gave a pre-test before the action and second was post-test. It was given after finished the action.

### A. The Presentation of the Result of the Try Out

Before the pre-test was given to the students in class X B, the try out had given in class X A. Try out had given in order to measure the validity and reliability of the test.

The test were accepted if the score was between 0.30 – 0.70. The items were rejected if the score below 0.30 or over 0.70. If the score of items is below 0.30, so the items is difficult and if the score of items is over 0.70, so the items is easy.

After analyzing the result of try out, there were 3 items rejected. They were number 6, 10, and 11. All the scores bellow 0.30. So, it means that all the rejected items were difficult to the students. All the items revised.

After the difficulty level test knowing, the writer calculated the mean scored of the try out. It was 12, 05. Then, the writer found the data as follow:

Table 1. *The Result of try Out*

Rank	Ability Level	F	Percentage
81-100	Excellent	0	0 %
61-80	Good	4	11,42 %
41-60	Average	12	34,28 %
21-40	Below Average	14	40,02 %
0-20	Poor	5	14,28 %

### B. The Presentation of the Result of Pre-Test and Post-Test

Before the writer doing the action, she gave the students a pre-test. It was done to know students’ ability in mastering words with suffixes and prefixes. The object of pre-test was class X B. It was consists of 35 students. The result of pre-test showed that the ability of student still low. The total score of pre-test was 419 and the mean was 11, 97. The data as follow:

1. This formula uses to find the standard deviation of the test.

$$s.d = \sqrt{\frac{\sum d^2}{N}}$$

**These are explanations about the formula:**

s.d : standard deviation

N : the number of students

d : the deviation of each score from the mean

**Heaton (1991: 177)**

Then, to know standard error of the research, the following formula is used:

$$S_E = \frac{Sd}{\sqrt{N}}$$

Where:

S.d : Standard deviation of the test

N : Number of students

Then, to know the degree of freedom, the following formula is used:

$$d.f = N-1$$

2. In order to know the increase of the students' ability, the writer will compare the average score of pre-test and post-test in T-test formula

$$T - test = \frac{mean_1 - mean_2}{S_E}$$

Where:

T-test : The value for comparing two means

mean<sub>1</sub> : Mean of the score in pre-test

mean<sub>2</sub> : Mean of the score in post-test

S<sub>E</sub> : Standard deviation of pre-test

## RESEARCH FINDINGS

As we know that action research has purpose to find out the better way to teach students in classroom. In this research, the writer use domino game to teach words with suffixes and

## 2. Why Use Game in Class

The use of game in teaching and learning process, gives some benefits to the students. Martha Lengling and Casey (1997:42) state the general benefit of games. All the benefits are:

- a. Affective Area
- b. Cognitive
- c. Class Dynamics
- d. Adaptability

## C. School Based Curriculum (KTSP)

According to school based curriculum (KTSP: 2006), there are some texts that should be taught to senior high school. One of the texts is narrative text. In this topic, the students need to produce a narrative text. So, they have to have enough vocabulary to produce it. Mastering the use of suffixes and prefixes is effective way in increasing students' vocabulary mastery. Therefore, teachers have to teach their students about using suffixes and prefixes. Teacher can evaluate the ability of students in choosing the correct suffixes and prefixes to add to words.

## RESEARCH METHODOLOGY

### A. The Research Design

This Research is a kind of action research. According to Hadley (2005:ii) stated that action research is teacher's organized about the reflective of language and ongoing search for classroom solutions. According to Gay (2000:593) as in Mia define that an action research is changing something that is used to improve the practitioner's practice. It could be concluded that it is a way that teacher's use to make improvement in her or his own class. Teacher studies her or his own problems and concerns in her or his classroom.

This action research is cycle process which consists of four cycles, which are: planning, action, observation, and

reflection. All of these cycles from beginning up to the end of this research is done systematically.

### **B. The Specific Objective of the Research**

The specific objectives of this research are:

- a. To know the student's active and interest in learning grammar especially learning about suffixes and prefixes by using domino game.
- b. To investigate if there is difference between the interests of students before and after taught by using domino game.

### **C. The Location and Time of the Research**

This research will be conducted at SMAN I Rambah Hilir, Kecamatan Rambah Hilir, Kabupaten Rokan Hulu. It is located at Jl. Sudirman, No. 32, Desa Muara Rumbai. It will spend about two months.

### **D. The Action Hypothesis**

The application of domino game is effective to improve students' ability in using suffix and prefix to the words easily.

### **E. The Subject of the Research**

Gay (2000) states that, population is about group of interest for researcher to which she/he would like result of the study to be generalized. The population of this research is the first year students of SMAN I Rambah Hilir. They are four classes in this level, class X1 up to class X4. In this research, the writer chooses one class as a sample. The writer takes class X2. The number of population is 35 students.

### **F. The Data Collection Technique**

In this research, the writer collects the data by giving a test to the students. In this case, the data collection technique plays an important role in conduct a research for validity of the result. Hatch and Farhady (1946:4) said that the research method

should be the most efficient way of answering the researcher questions. It is not used to formulate questions and to collect the data in this way. It is important to select the approach that is most appropriate to answer the research question. In order to obtain the data related to the problems in this research, the writer will give a pretest to respondents before treatment and post test after treatment. The test is multiple choice test. The total number test is 30 questions. It consists of seven kinds of suffixes and nine kinds of prefixes, those are:

- a. word + ly
- b. word + est
- c. word + ation
- d. word + ful
- e. word + y
- f. word + fully
- g. word + ing
- h. re + word
- i. a + word
- j. en + word
- k. im + word
- l. un + word
- m. es + word
- n. dis + word
- o. pro + word
- p. over + word

### **G. The Data Analysis Technique**

In this research, the writer used group pre-test and post-test. The writer gave the students pre-test on the first day of class and a post-test at the end of class. The writer is looking for the students' increasing in post-test after applied the domino game in teaching words with suffixes and prefixes.

To know the students' ability in pre-test and post-test, the data that already collected were analyzed by using the following formula: